

Staploe Education Trust

Excellence through partnership



EAL Policy

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'...the admission and integration of newly arrived pupils proved to be a very good litmus test of how well the principles of inclusion and race equality were applied in practice. It also helped to deepen the staff's understanding of how well the school was placed to ensure equality of access and opportunity for all its pupils.'

The education of asylum-seeker pupils (Ofsted 2003)

The Staploe Education Trust primary schools recognise that cultural, linguistic and religious diversity is a rich resource for the whole school. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident.

Statement of Aims

This policy applies from Foundation Stage through to Key Stage 2. This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the National Curriculum.

The school applies the three principles of inclusion:

1. set suitable learning challenges
2. respond to pupils diverse learning needs
3. overcome potential barriers to learning

A distinction is made between EAL and SEN.

- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued

Teaching and Learning

Planning and differentiation:

The school will provide a system for staff to share planning with support staff. Plans will identify the demands of the National Curriculum and provide differentiated opportunities matched to individual EAL pupils' needs.

Key language features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, uses of language or forms of text.

Core Subjects:

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings and setting arrangements to ensure EAL learners have access to strong English language peer models.

Strategies

Information is gathered on entry about:

- the pupil's linguistic background and competence in other languages
- the pupil's previous educational and schooling experience
- the pupil's family and biographical background

This information is to be collected at an initial interview with the pupil's parents prior to the child starting school. An addendum to the admission form should be completed and a copy passed to the child's teacher. This will provide valuable background information about the child which will enable the teacher to create a welcoming environment. This should include displaying vocabulary in the child's home language, selecting a buddy, preparing resources and planning for provision of the EAL child within the curriculum.

Staff regularly observe, assess and record information about pupils' developing use of language. Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils.

Special Education Needs and Gifted and Talented Pupils

The school recognises that EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment EAL pupils will have equal access to school SEN provision. Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Assessment and Record Keeping

Staff have regular liaison to discuss pupil progress, needs and targets. The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessments/support where appropriate. Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified. The school analyses EAL/Minority Ethnic pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress. Please see appendix 1 for further information on the assessment procedure for pupils attending The Weatheralls.

From September 2016, schools will need to assess each EAL pupil's 'proficiency level' using a new five-point scale (see box below). After the formal assessments have been completed, any new to English child who enters one of the Trust's primary schools will be assessed on this five-point scale and given a proficiency level which will be held on our Managements Information System (SIMS)

EAL pupil proficiency level 5-point scale

New to English	Early Acquisition	Developing Competence	Competent	Fluent
<p>The pupil may:</p> <p>Use first language for learning and other purposes</p> <p>Remain completely silent in the classroom</p> <p>Be copying/repeating some words or phrases</p> <p>Understand some everyday expressions in English but may have minimal or no literacy in English</p> <p>Needs a considerable amount of EAL support</p>	<p>The Pupil may:</p> <p>Follow day-to-day social communication in English and participate in learning activities with support</p> <p>Begin to use spoken English for social purposes</p> <p>Understand simple instructions and can follow narrative/accounts with visual support</p> <p>Have developed some skills in reading and writing</p> <p>Have become familiar with some subject specific vocabulary</p>	<p>The pupil may:</p> <p>Participate in learning activities with increasing independence</p> <p>Be able to express self orally in English, but structural inaccuracies are still apparent</p> <p>Be able to follow abstract concepts and more complex written English</p> <p>Literacy will require ongoing support, particularly for understanding text and writing</p> <p>Requires ongoing EAL support to access curriculum fully</p>	<p>Oral English developing well. Enabling successful engagement in activities across the curriculum.</p> <p>Can read and understand a wide variety of texts</p> <p>Written English may lack complexity and contain occasional evidence of errors in structure</p> <p>Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary</p> <p>Needs some/occasional EAL support to access complex curriculum material and tasks</p>	<p>Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language</p> <p>Operates without EAL support across the curriculum</p>

Resources

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility. Displays and resources reflect linguistic and cultural diversity. A range of resources are used to support pupils' linguistic development e.g. games, visual materials, differentiated worksheets, key word lists bilingual dictionaries,

taped materials, computer software, etc. Resources will be kept together in a storage unit for ease of access. Assessment materials use images and texts which are appropriate for all pupils.

Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers. We take account of parents'/carers' linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

Communication

The Trust primary schools can access support from Soham Village College and translators in the community to help to communicate successfully with EAL parents with little English.

Staff Development

The schools will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated. The School Development Plan will incorporate action plans and reviews relating to raising the achievement of minority ethnic/EAL groups.

Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets. The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

Appendix 1

The Weatheralls assessment procedure for children with EAL

1. Upon entry to school, each child will be assessed using the PiXL Diagnostic Observational Tools for the following areas:

- Language Acquisition
- Social Interaction
- Basic Subject skills – reading, writing and maths

These can be completed online via the PiXL website (www.pixl.org.uk) or on a paper copy in the class EAL file.

Once the assessments have taken place, therapy sessions will be used to help support the pupil in each of the three areas mentioned above.

The assessments should be reviewed half termly, until the child's proficiency level is deemed to be 'COMPETENT' on the five-point scale.